DOCUMENT RESUME

ED 171 687 SP 014 324

TITLE	Confrontation (A Human Relations Training Unit and Simulation Game for Teacher and Administrators in a Multi-Ethnic Elementary and High School). Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Asscciation, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Oct 77
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Administrator Education; *Culture Conflict; Elementary Secondary Education; *Human Relations; *Inservice Teacher Education; *Instructional Films; Instructional Materials; *Multicultural Education; Race Relations; Validated Programs

ABSTRACT

The inservice teacher and administrator education program described here is intended to make teachers aware of the problems they may encounter in a multicultural, multiethnic school setting. The inservice topic is human relations, with the subject of black/white confrontation the main focus. This descriptive report provides additional information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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ED171687

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: CONFRONTATION (A Human Relations Training Unit and Simulation Game for Teacher and Administrators in a Multi-Ethnic Elementary and High School)

Publication Date(s): Copyright, 1970

Intended Users: Teachers and administrators interested in improving racial/ethnic/cultural understanding among all persons

Grade Level(s): Elementary, middle and secondary school

Number: Group

Primary Focus: The intent of this product is to make teachers aware of the problems which they may encounter in a multicultural, multi-ethnic school setting.

School subject(s) and/or inservice topic(s) covered:

The inservice topic discussed is human relations, with the subject of black/white confrontation highlighted. The narrator, however, suggests that the issues are relevant for all cultural/ethnic groups.

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What participant does in using the materials:

The group watches discussion stimulator films and then breaks into small groups of ten persons for discussion. A leader who has been trained to lead discussion on the content of the films presides over the meetings. The program consists of four sessions of two hours each. It is suggested that the sessions be held on four days of the same week, but the material is adaptable to other schedules. A 16mm film projector and a screen are needed. A room large enough for the group is required, as are medium sized rooms for small group discussion.

Resources:

There is a Discussion Leader Guide. A Coordinator's Handbook includes many forms for setting up the program and for evaluating its effectiveness. Leaders are chosen from the group and are given a week-long training program--two hours for five days. Then discussion leaders must train themselves with the help of the guide book and the films. The films do give the leaders many helpful suggestions for performing their roles. There are samples of group discussion topics on the films.

Describer critique:

These films were made in 1970 and at first appear to be dated, but the issues they raise are still relevant and applicable in today's schools. They are provocative, as they will stimulate discussion and pose questions which should in turn raise participants' consciousness. The confrontations depicted in the films are not particularly severe, which probably makes this product somewhat euphemistic where large urban areas and their problems are considered.

SP 014 324

MCE20 human relations - Black Americans - (MCE) classroom management - (CM) parental involvement TD

1.0 PURPOSES:

Rationale

According to the brochure accompanying the product, "The Human Relations Training Unit has been designed to help teachers and other interested school personnel to: 1) analyze specific types of interpersonal problems at their school, and 2) propose and implement solutions."

Goals

The basic goal intended by the developers for users of this product is that they "lay the groundwork for specific changes in the human-relations climate of the school."

Objectives

The basic objectives for discussion groups is to review the content of the film (thus bringing out personal feelings about ethnic/racial confrontations); discuss how these issues are relevant to that particular school; devise solutions to the problems of that particular school; and design ways to implement these solutions.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The problem components include five 16mm films, a 23-page Discussion Leader's Guide, and a 63-page Coordinator's Handbook.

Films:
1. "Introduction to Human Relations Training" - 6 minutes
2. "School-Community" - 25 minutes
3. "Alienating Language" - 18 minutes
4. "Rules and Regulations" - 18 minutes
5. "Violent Confrontation" - 18 minutes

Discussion Leader Guide (contents):

Introduction	pp. 1-2
Discussion Stimulator Films	pp. 2-15
Solutions Program I - School-Community	p. 16
Solutions Program II - Alienating Language	p. 16
Solutions Program III - Rules and Regulations	p. 17
Solutions Program IV - Classroom Confrontation	p. 17
Discussion Leader Skills	pp. 19-20
Preparation	pp. 20-23

Coordinator's Handbook

Introduction	pp. 1-3
Phase I - Introducing the Human Relations Training Unit	p. 4
Phase II - Recruiting and Training Group Discussion Leaders	pp. 8-16
Phase III - Initiating the Human Relations Training Unit	pp. 18-21
Appendix	pp. 23-63

Sequence

The films could be shown individually, but the package is intended to be used in its entirety and in the sequence established by the developers.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The program has been designed to encourage an exchange of ideas among participants. Therefore, the learning set is a large group (for viewing of films) which breaks into smaller groups for discussion purposes. A program coordinator will preside over the entire group, and discussion leaders will be in charge of each small group. Suggested course structure is four 2-hour sessions arranged intensively– perhaps in the same week– though other schedules are acceptable.

3.2 Help given in use of product:

The program provides assistance in giving the administrative guidelines for program implementation. A Coordinator's Handbook is supplied for the leader of the whole group. Discussion leaders undergo a five-day (two hours each day) training program before administering the course. They too are provided with manuals.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

An observer report and evaluation forms for assessing leaders' performance and the effectiveness of the material are given to the participants at the end of the session. The coordinator and leaders also fill out a form which evaluates the program and its success at a particular school.

PROJECT ON UTILIZATION OF INSERVICE EDUCATION R&D OUTCOMES
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Besides the program components themselves (see Content, 2.0), resources needed for program implementation include a 16mm film projector and screen, a viewing room and space for small group discussion sessions. A coordinator is needed, as are five trained discussion leaders (these persons may be self-taught, as the detailed manuals provided allow). Enough time is needed to allow four 2-hour workshop sessions.

5.2 Distributor name/address:

Anti-Defamation League
B'nai B'rith
315 Lexington Avenue
New York City, New York 10002

(212) 689-7400
Also available at regional offices of B'nai B'rith. Inquire at the New York office for the office nearest you.

5.3 Components/approximate costs:

Component		Purchase	Rental	No. Req.	Reusable
CONFRONTATION (5 films and handbooks)	Total	$410	$50/1 week*		
Coordinator's Handbook		5.00	$25/48 hr. preview*	1	yes
Discussion Leader's Guide		5.00		1/leader	yes
Films:					
"Introduction to Human Relations Training Unit"				1	yes
"School-Community"				1	yes
"Alienating Language"				1	yes
"Rules and Regulations"				1	yes
"Violent Confrontation"				1	yes

*Preview and rental fees can be applied toward price of purchase of entire set.

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Dr. Staten Webster of the Far West Laboratory for Educational Research and Development is the developer of this product.

6.2 How developed and when:

The package was "developed and produced by the Far West Laboratory for Educational Research and Development in cooperation with KQED-TV (San Francisco), the Oakland and San Francisco Schools, the University of California Education Extension, and the Anti-Defamation League of B'nai B'rith." It was copyrighted in 1970.

It was informally field-tested with inservice teachers, in an effort to make adaptations during the developmental stages of the product.

6.3 Evidence of effectiveness with users:

According to a staff member from the Washington, D.C. office of the Far West Laboratory, the field-testing conducted on the product could not stand up to any real scrutiny. Therefore, results from the pre-trials with inservice teachers were inconclusive.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

Undoubtedly, the films will stimulate discussion on how people treat one another. The narrator notes that the examples are not always subtle--and this is most certainly true. The films did not, however, to this reviewer's mind, exhibit that very real emotionalism that is in evidence daily in the urban areas of the country. Considering this, the product might best be used in small cities and suburban and rural areas. Any group interested in improving personal relations--especially with members of groups from other ethnic backgrounds--would have their consciounsness raised by viewing these films. Students, social workers and PTAs will benefit from the discussion stimulators. The technical quality of the films is not commendable, as they are apparently transfers from videotapes. The films are in black and white. The narrator effectively uses the technique of stopping the film to allow reflection and feedback.

Content accuracy/social fairness/community acceptance issues:

The intent of this program is to deal with ethnic/racial/cultural biases among school/community members. Many of the examples are hard-hitting and may create controversial reaction among participants; this process is intended to be part of the learning experience.

Overall summary/comment:

These films were made in 1970 and as a result appear to be somewhat dated. But they are provocative; they will surely stimulate discussion and raise questions and ideas on issues that are still very relevant today. The Coordinator's Guide and Discussion Guide are well laid out (as are the forms provided within them for setting up the program and for program evaluation). The leaders should be able to follow the Guide and insure a stimulating, worthwhile discussion, and hopefully help to develop sound, viable solutions for furthering the cause of harmony among all peoples.

MP-10/77